

# JURNAL HOLISTICS

## HOSPITALITY AND LINGUISTICS

Volume 4 Nomor 8 Desember 2012

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Diterbitkan oleh:

Jurusan Bahasa Inggris - Politeknik Negeri Sriwijaya, Palembang,  
Indonesia



# JURNAL **HOLISTICS**

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## HOSPITALITY AND LINGUISTICS

Volume 4 Nomor 8 Desember 2012

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Akhir kata, semoga pembaca dapat menikmati artikel pada edisi kali ini.

Redaksi





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## USING PEER RESPONSE TECHNIQUE THROUGH BLOG IN ORDER TO DEVELOP THE WRITING SKILLS OF STUDENTS: A CASE STUDY IN WRITING II CLASS OF ENGLISH TEACHING FACULTY AT IAIN RADEN FATAH PALEMBANG

**Annisa Astrid**

IAIN Raden Fatah Palembang

### **Abstract:**

*The study was undertaken to find out whether peer response activity through blog writing could develop students' writing skills, and to find out their attitudes toward the activity. This study included a guided writing instruction and a questionnaire survey. Before and after the writing instruction, the pre test and post test were given to the students. In the pre test and also in the post test, they were asked to write a descriptive paragraph to describe the person they admire very much and a narrative paragraph about the unforgettable trip. The participants of the study were 22 second semester students of English Teaching Department of IAIN Raden Fatah Palembang. Wordpress weblog writing was used to a writing platform, and a series of setting up procedures was introduced first. The finding from T test showed that the T value was 2,947 higher than T table, 2,060. It means that the activity is beneficial to develop students writing skills. Moreover, the data from the questionnaire showed that students had positive attitudes toward peer response activity through blog writing. by reading and revising their partners' draft, students could increase their awareness from making mistakes in terms of organization and grammar. Furthermore, most students consider that blog writing can help their writing ability and can arouse their interest in writing through blog*

*Key Words: Peer Response Technique, Blog, Writing Skills*

### **INTRODUCTION**

Most people including professional writers would agree that writing or composing a text is usually neither an easy nor a spontaneous activity (Tessema, 2005:1). Acquiring writing skills seems to be more laborious and demanding than acquiring the other three skills (Kim & Kim, 2005; Hedge, 1992; Raimes, 1983). Sometimes, it may be easy to write when we are in the right mood or have a clear need to express something, but as a rule it requires some conscious mental effort.

According to Rass (2001) writing is a difficult skill because the writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for non native speakers because they are expected to create written products that demonstrate mastery of all the above elements in a new language.

Moreover, according to Dixon (2005), writing is neglected and put at last in general English classes in Indonesia. He gives some reasons for this. Firstly, teachers tend to consign writing tasks to the uncertain status of homework. Secondly, the course books, used in language schools also tend to diminish the status of the writing skill and finally the practice of writing in class is constrained by the expectations of the students themselves.

In addition, Teaching English as foreign language (EFL) writing is a headache for many teachers; they spend considerable time correcting their students' compositions only to find their corrections and comments ignored. Despite teachers' hard work, many students' written English remains non-idiomatic, poorly organized, insufficiently developed, grammatically awkward, devoid of sentence structure variety, and weak in vocabulary usage (Wang, 2004). One important reason for this is that learners have not been helped to become motivated, involved in their own learning, or self-sufficient. The fact is, students will not

devote their efforts to learning a foreign language if they do not have a need or desire to learn it. However, when students are duly motivated, they will become involved in learning a foreign language and will learn it autonomously.

Another crucial problem is that the teacher-centred approach is still used in some writing classrooms. The approach is totally against the concept of learners' autonomy, which is "the ability to take charge of one's learning" (Holec, 1981: 3).

The peer response technique, one of the cooperative learning activities, which may be the primary stage to enhance autonomous learning, is included in the process writing approach. A good number of teachers, however, have not recognized it as an important activity in their teaching of English writing. Among the reasons for omitting the peer response activity from the learning process are students' low language proficiency, the time required to prepare materials and a few others (Holec, 1981:3). Similarly, students view the peer response activity as requiring a good deal of time and considerable English proficiency.

However, there is a body of research findings which reveal numerous advantages of the peer response activity. For example, it gives opportunities to students to play a more active role in their learning (Jacobs 1989); it raises writers' awareness (Moore, 1986); and it enables students to identify errors in their own writing in terms of content, grammar and mechanics (Allaei and Connor 1990). Therefore, it can be said that the peer response technique may enable students to produce a good piece of written work and at the same time, it may be the primary stage for the development of learner's autonomy if an appropriate peer response model is designed to suit particular learners.

Computer technology and the Internet have been developed for decades to facilitate the transmission of information and make knowledge database grow rapidly in firm foundation. With the hi-end technology, one can get in touch with the whole world in a second. Most people get on the Internet at work; some even spend a lot of time on the Internet in their leisure time. All kinds of learners would like to learn in more multiple ways. Among the numerous paths for learning, computers and the Internet will surely be regarded as their best choices.

Basically the majority of teenagers like to spend time playing computer games or surfing the Internet. If the school courses have something to do with computers or the internet, it may arouse learners' interests in learning and motivating their learning interest. Therefore, the use of blog as a teaching can make students more interested in learning English with multimedia computer.

Blogs have positive advantages for a teacher. Firstly, students can spend more time practicing English after school. At IAIN Raden Fatah, students of English Teaching faculty have 14 meetings, 90 minutes for each meeting for writing class. Therefore, It's almost an impossible mission to be able to write in such a short time. As a result, if English teacher can make the students spend more time at home on writing a paragraph, she will no doubt enhance students' English writing skills. Secondly, a teacher need not pile up students' notebooks. If every student hands in a copy of his or her homework, teachers' desks may seem chaotic. Making use of blogs is an excellent solution to the dilemma. All teachers have to do is look at the computer monitor and fix everything with a mouse and a keyboard. It is not only economical in paper but efficient in time management.

Based on the advantages of peer response technique and the use of writing blog as one of teaching media, the writer implemented that technique in her writing class and she also used weblog as the media for students to write their assignments. Along the process of teaching and learning activities, the writer investigated how peer response technique could be useful to develop learner's writing skills, and also tried to find out their attitude toward the using of weblog.



There are some domains of blogs that are available on internet, such as; [www.friendster.com](http://www.friendster.com), [www.multiply.com](http://www.multiply.com), [www.blogger.com](http://www.blogger.com), or [www.wordpress.com](http://www.wordpress.com). In the study, the writer used word press because it is much easier to be implemented especially as the amateur in using blog.

The problems of the study are formulated as follows

1. Does peer response develop students' writing skills?
2. How are students' attitude toward peer response activity through weblog writing?

The objectives of the study are (1) to find out whether peer response technique through can be useful to develop students' writing skills, (2) to find out how students' attitude are toward weblog writing.

This study was expected to bring out some significance. First, the using of peer response technique through blog for teaching writing may be one of usable ways to support the development of English teaching and learning in general and in teaching writing in particular. Second, the results of this study can give meaningful contributions to the lecturers of English to use peer response through blog as an alternative of TEFL methodologies for teaching writing. Finally, it was expected that the study could be useful for the next researchers.

So far, a variety of approaches to the teaching of writing has flourished such as the controlled-to-free approach, the free writing approach, the paragraph pattern approach, the grammar syntax-organization approach, the communicative approach and the process genre approach, which emphasizes the process of writing rather than the end product (Raimes, 1983). According to such an approach, what students learn and how they manage their learning throughout their learning and writing processes should be the core of their strategies for learning to write.

The process genre approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing, and using these steps develops students' awareness of different text types and of the composing process (Yan, 2005). Furthermore, a process genre approach is known to focus on teaching particular genres that students need to control in order to succeed in particular settings which might include a focus on language and discourse features of the texts, as well as the context in which the text is produced (Paltridge, 2004).

Writing is not a skill that can be learned or developed in isolation (Rivers, 1981), but it should be taught and developed in cooperation with other skills and aspects of the language studied. Previous research in Turkey, for example, has shown that academic input received through reading information on how to develop writing skills causes improvement in students' essays (Tütüniş, 2000). Apart from the importance of making use of other skills in the teaching of writing, the nature of activities through which the learners develop their writing has changed significantly, among which cooperative learning and journal keeping are two of the newest applications. In a writing classroom, during a cooperative learning process, students review and comment on each other's writing as peers who collaborate in order to give insight and knowledge to each other. Peer reviews, thus, can be seen as powerful learning tools incorporating reading and writing practice and such a view encapsulates the contemporary social constructivist theory of learning (Gousseva, 1998). Peer response can also be considered as cooperative writing in which, in Harmer's (2001) words "reviewing and evaluation are greatly enhanced by having more than one person working on it, and the generation of ideas frequently more lively with two or more people involved than it is when writers work on their own" (p. 260). Thus, especially when the profiles of the students are similar, learners can learn from each other during this writing process.

### ***Peer Response Technique***

Peer Response refers to a technique in which student readers provide other student writers comments on their writing drafts so that those student writers can improve their own written work (Nelson and Murphy, 1993). The activity can be viewed as cooperative learning which increases students' achievement through collaborative learning rather than competitive and individual learning.

Peer Response activities normally appear in the form of pairs and small groups. In the pair Peer Response activity, two students, on a voluntary basis or as assigned by the teacher, give comments on each other's written work. Similarly, in the Peer Response group activity, student writers form or are assigned to small groups to exchange written drafts in order to read and offer comments, in written or oral forms, and receive feedback from one another in return (Nelson and Murphy, 1993).

The peer response technique is praised for many reasons. According to Barnes (1976) and Forman and Cazden (1985) the peer response technique gives students opportunities to play a more active role, which is necessary for becoming autonomous learners, in their learning.

Jacobs (1989) theorises that peer response also allows more students' cooperation by giving them additional roles of a reader and advisor. It raises writers' awareness. Since the readers read the draft and try to judge the meaning of the writing from their own perspectives (Mittan, 1989; Moore, 1996), the writers have to try to write comprehensibly so that their readers understand accordingly.

In addition, Allaei and Connor (1990) believe that through making choices, expressing purposes, reading and rereading their own and peers' written drafts, students are gradually able to identify errors in their own writing in terms of content, grammar and mechanics. This improved learning capability is in accordance with the goal of learner empowerment in English writing, and the peer response technique may be a possible way to achieve this goal. Despite many advantages of the peer response technique in English writing classes, a good number of researchers are critical of it. They argue that students prefer to follow their teacher's responses because they might not always trust their peers in their revision (Mendonca and Johnson, 1994). Some of them are concerned with students' insufficient ability to evaluate and identify errors in their peers' written work, which may lead to the disheartening situation of the blind leading the blind (Bruffee, 1984).

When looking at the use of peer response activity in ESL settings, according to Ashwell (2000), it is found that students give only grammatical comments because they do not know how to judge the content. One cause of students' failure in dealing with content judgement is that they are inadequately prepared to make judgement on the cohesion of text (Chandrasegaran, 1986).

In brief, the advantages of the peer response technique include the following. It allows students to play a more active role, raises students' awareness when they write, fosters cooperative learning and enables students to identify errors.

### ***The Steps of The Implementation of Peer Response Technique***

In order to illustrate how the theories of the writing process can be translated into classroom instruction, White and Arndt (1991: 5) give a sample set of activities to produce a full-scale piece of writing in the writing process as follows:

1. Discussion (small group)
2. Brainstorming/making notes/asking questions
3. Fast writing/selecting ideas/establishing a viewpoint
4. Rough draft
5. Preliminary self-evaluation
6. Arranging information/structuring the text

7. First draft
8. Group/peer evaluation and responding
9. Conference
10. Second draft
11. Self-evaluation/editing/proof-reading
12. Finished draft
13. Final responding to draft

In the writing course where the present study took place, the writing process- based approach was employed. The focus was on the revision stage, in which the peer response activity, the key interest, was incorporated.

### **Weblog**

According to Kurniali (2008), a weblog or blog can be thought of as an online journal that an individual can continuously update with his or her own words, ideas, and thoughts through software that enables one to easily do so. Unlike a standard website, weblog entries are made by typing directly into the browser and with the click of a button instantly published on the internet. All basic document formatting, like spacing, bold, italics, underline, and creating links, requires no knowledge of HTML or FTP (File Transfer Protocol), so that anyone who can type, copy and paste can create and maintain a weblog. However, with a very basic knowledge of HTML, users can extend their ability to customize the layout of their blog and even add pictures to enhance its attractiveness.

Similar to an open journal, the accumulation of writings and other content creates both a record of learning and a resource for others. Furthermore, a weblog is interactive, in the sense that readers can respond to any given entry with a comment and even threaded discussions can take place depending on the software chosen.

## **METHOD**

The study was a case study in Writing II Class. A total of 22 the second semester students of English Teaching Faculty of IAIN Raden Fatah Palembang became the subjects of the study. The participants of this study include 3 boy students and 19 girls. All the students took Writing II as one of the compulsory subjects that must be taken in the second semester and the writer was the lecturer of the class.

### **Techniques of Collecting the Data**

Techniques for collecting the data were as follows:

To answer the research problem, *Does peer response develop students' writing skills?*, the writer implemented the pre test, treatment and post test to the students.

- **Pre Test**  
The Pre-test was given to the students before the implementation of Peer Response Technique through weblog. The students were asked to write a descriptive paragraph to describe the person they admire very much and a narrative paragraph about the unforgettable trip.
- **Treatment**  
The students were taught writing by implementing peer response technique, where they were exposed to edit their peer's paragraph through blog. The treatments were given in 14 meetings from February until May 2009.
- **Post Test**

After the treatment, the students were given the post test. In post test, the students were also asked to write a paragraph with the same topic as the ones which were given in the pretest.

- **Questionnaire**

To answer research problem, *How are students' attitude toward peer response activity through weblog writing?*, the writer gave the questionnaire. It was adapted from the questionnaire made by Yuehchiu Fa (2003). The questionnaire in this study consisted of two sections totaling 17 questions. Section 1 contained 15 items that were designed around a five Likert type scale. Item 1 – 8 were designed to find out student's attitudes toward peer response activity. Meanwhile, item 9-15 were formulated to know students' attitudes toward blog writing. Each questionnaire item has five options for students to pick one from them. They are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Section 2 of the questionnaire consisted of 2 open ended questions, designed to elicit students' reasons for preferences for the activity.

### ***Techniques of Analyzing Data***

In analyzing the data, T-test was used to see whether peer response activity through blog can be used to develop students' writing skills. It was calculated on SPSS release 12.0. Moreover, to see the attitudes of students toward peer response activity through blog, the data from the questionnaire were analyzed also by using SPSS release 12.0 to see the mean score of each item.

### ***Procedures***

#### ***Setting up the Blog***

First, the students were asked to register themselves in [www.wordpress.com](http://www.wordpress.com) to have their own blog. Then, they had to add themselves to the writer's blog, [annisaastrid.wordpress.com](http://annisaastrid.wordpress.com) to form a community blog.

#### ***Procedures in Teaching Writing***

##### ***Stage 1. Install Basic Concepts***

First, the writer gave the students the pretest. She asked them to write a descriptive paragraph to describe the person they admire very much and a narrative paragraph about the unforgettable trip. In the next meeting she introduced the students steps to compose a paragraph (generating ideas, drafting, editing and revising). Next, she guided them how to make topic sentences and controlling ideas are and how to formulate those sentence into a short descriptive and narrative paragraph. After that, she gave some examples to explain and if possible make every student do the practice in the class. The skills practices are taken from the book entitled *Writing to Learn the Paragraph*, written by Spaventa & Spaventa (2001).

##### ***Stage 2. Group the Students***

The writer divided the students into small groups of four or five. Each group should include at least one student with higher English proficient level student to help other group members. In the very first writing assignment, the writer asked her students to do their works through collaboration. Not until do they get acquainted with blog writing, teachers assign individual assignment.

### Stage 3. Conducting Peer Response Activity Through Blog

Before starting the blog homework, teachers have to state the rules. First, the writer asked the students to do the writing assignment in the class (The class was every Wednesday afternoon). If they have finished writing the paragraph, the writer asked them to post their writing through blog. However, if they haven't finished their writing, the writer still asked them to finish it at home and post it also through blog. The students were given the chance to post their paragraphs only in two days, (Thursday – Friday). After that, each member of the group had to give comment to their partner's paragraph also through blog in two days (Friday – Saturday). Then, each of them had to revise the paragraph and post the revision through blog in also two days (Saturday – Friday). Finally, after checking all the revised draft, the writer gave the score on their paragraphs and returned the paragraph to the students.

In order to give comments to their friends, the students were given guidelines to revise the paragraph made by Faigley and Witte (1981), the guidelines are as follows:

(a) Higher Order Concerns

- Check the topic sentence.
- Check the supporting details
- Check the organization and coherence.

(b) Lower Order Concerns

- Check grammar points to ensure accuracy.
- Check pronoun reference.
- Check parallel structure.
- Check word choice.

## FINDING AND DISCUSSION

The results of T-Test from students' Pretest and Posttest were as follows:

**Table 1. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57,5000	22	16,60106	3,53936
	posttest	68,6364	22	17,46983	3,72458

**Table 2 Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pretest & posttest	22	,760	,003

**Table 3. Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-11,13636	17,72353	3,77867	-18,99453	-3,27819	-2,947	21	,001

From T-test result of 22 students it can be seen that the T value is -2,947, with the significance value 0,001. T value is more than T table ,2,060 (Pratisto: 2005:267-268). It can be interpreted that there is a significant difference between the students' writing ability before the treatment and after the treatment with peer response technique through blog writing.

**Table 4. Students' Attitude toward Peer Response Technique through Blog**

ITEMS	Mean	Std. Deviation	N
Item1 (I get feedback from my friends)	4,3182	,64633	22
Item 2 (Feedback from my friends are useful)	4,1818	,79501	22
Item3 (I revise the draft after reading comments from friends)	4,0455	,48573	22
Item4 ( The comments are helpful to improve English writing)	4,3636	,58109	22
Item5 (I rely on the comments to improve the paragraph)	3,7727	,81251	22
Item6 (I pay more attention to the paragraph organization after the activity)	4,5455	,67098	22
Item7(I pay more attention to the correctness of grammar after the activity)	4,1818	,73266	22
Item8 (Peer Response activity is important)	4,0909	,68376	22
Item9 (It is convenient to use blog for writing)	3,7273	1,03196	22
item10 (Blog writing is helpful to develop writing ability)	4,0909	,86790	22
Item11 (Blog writing arouses interest in writing)	4,1364	,71016	22
Item12 (I expect to use blog for writing further)	3,8182	,85280	22
Item13 (I don't care if others read my writing in the blog)	2,7727	1,10978	22
Item14 (Before I write, I often read other's draft first)	1,8546	1,18523	22
item15 (I finish the assignment by myself)	4,4545	,50965	22

The student participants' attitudes toward the peer response activity through blog were analyzed in terms of the mean scores of their answers on the Likert-type response scale questions. The results of the data analysis show that of the 15 items, the mean scores were all between 3.5 and 4.5, except item 13 (2,7727) and item 14 (1,8546) (see Table 4). In fact, there were 10 items (1, 2, 3, 4, 6, 7, 8, 10, 11, and 15) which mean scores were higher than 4.

From the data gained from the questionnaire it can be interpreted that from feedback from their friends each student can revise all mistakes that could be made whenever they write a paragraph. Besides, by reading their partners' draft and revised it, they could increase their awareness from making mistakes in terms of paragraph organization and grammar.

The attitudes of students toward blog writing can be seen from the responses of students toward item 9, 10, 11, 12, 13 and 14. Most items have mean score which is higher than 3,5. It means that the majority of students have a very positive attitudes toward blog writing tasks. Most students consider that blog writing can help their writing ability and can arouse their interest in writing through blog. However, there is 2 items which score is lower than 3; item 13 and item 14. Based on mean value of item 13 ( $M = 2,7727$ ), means that some students do not feel confident to post their paragraphs on blog writing. Moreover, for item 14,

the mean score is 1,8546. In other words, it seems that students hate plagiarism, and feel ashamed whenever they publish their paragraph which is the same as their friends' ones.

Additional evidence that students held positive attitudes towards the peer response activity through blog during their composition classes can be found in their answers to the open-ended question, number 16: "Please explain why you like or dislike the writing conference." Of twenty-two students surveyed, 19 students (86,4%) said that they like it. Their reasons for feeling this way were also found in their answers to that open-ended question. Most of the students have different perspectives about the activity. The reasons given by students, in their words, were as follows: (a) "To make my writing better." (b) To improve my writing skills." (c) To get more ideas." (d) "to be aware of mistakes". However, 3 students (13,6%) still said that they disliked the activity. Their reasons were the following: (a) "blog is confusing and" (b) "most of friends' comments are useless." As to the open-ended question, number 12: "Did you read your essays carefully and revise them again after conferences? (Please describe)", all of the students answered "Yes." That means that they really cared about their partners' comments in revising their paragraph.

## CONCLUSION

The main purpose of the study was to explore the results of the application of the peer response activity through blog. The data were collected by means of T-Test and a questionnaire. From the results of the T-test, it can be seen that the T value is -2,947, with the significance value 0,001. T value is more than T table ,2,060 . It can be interpreted that there is a significant difference between the students' writing ability before the treatment and after the treatment with peer response technique through blog writing. Moreover, to find out students' attitudes toward peer response activity through blog, the writer gave the questionnaire. The data from the questionnaire showed that students' attitudes toward peer response activity through blog writing were positive. by reading their partners' draft and revised it, students could increase their awareness from making mistakes in terms of paragraph organization and grammar. They also had more interest in weblog writing which benefit their writing abilities.

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## ACADEMIC MOTIVATION, PARENTAL EDUCATION AND WRITING ACHIEVEMENT OF ENGLISH STUDY PROGRAM STUDENTS, SRIWIJAYA STATE POLYTECHNIC

**Sri Endah Kusmartini**

English Department, Sriwijaya State Polytechnic  
Email: sriendahkusmartini@yahoo.com

**Abstract:** This study examined the correlation of academic motivation and parental education towards writing achievement of English Study Program students, Sriwijaya State Polytechnic in academic year 2012/2013. The Study also examined whether there was a significant difference in terms of gender towards writing achievement of the students. It was quantitative correlational research. The sample consisted of 45 students of English Study Program, Sriwijaya State Polytechnic. Academic Motivation Scale (AMS) by Vallerand *et al.* (1992) with some modification conducted by researcher was used as a measure to find out the academic motivation of the students and demographic questionnaire was used to find out name, class, gender and parental education of the students. Meanwhile, the data about writing achievement of the students were taken from the archive in English Study Program, Sriwijaya State Polytechnic. The results showed that academic motivation added to parental education correlated significantly towards writing achievement of the students ( $R=0.837$ ); and there was no significant difference in terms of gender towards writing achievement of the students. Hopefully, future studies will investigate why and how academic motivation added to parental education influenced and gave contribution to writing achievement of the students.

**Keywords:** motivation, parental education, writing achievement

### INTRODUCTION

One of the ultimate goals of learning process in English Study Program of Sriwijaya State Polytechnic is the students are able to communicate in English oral and written (Politeknik Negeri Sriwijaya, 2009). Therefore, oral and written achievement of the students should be the main priority. Before a report is presented, it should be well prepared in written carefully. For that purpose, the students should have good English writing skill. Daniels and Bright (1996) states that writing is the representation of language in a textual medium through the use of a set of signs or symbols which is known as a writing system.

Unfortunately, learning process does not always run smoothly. Many factors are believed to contribute to the success or even the failure of a learning process. Teachers often get the fact that students obtain poor grades. In this case, the effectiveness of teachers is considered as the main cause of student failure in obtaining the expected value, but the study conducted by Kusmartini (2012) proved that teacher effectiveness as perceived by the teachers themselves added to teacher effectiveness as perceived by their students contributed only 36% to the academic achievement of the students. Moreover, she also reported that there was 64% of the variance in students' academic achievement which was attributed to non teacher effects. This means that there are many other factors that also contribute to the achievement of the students.

A research conducted by Shah, Mahmud, Din, Yusof, and Pardi (2011) showed that there was a positive correlation between self-efficacy and writing performance of Malaysian ESL learners ( $r=0.563$ ,  $p = 0.000$ ). Kusmartini (2012) reported that effectiveness of the teacher as perceived by the teachers themselves added to teacher effectiveness as perceived by their students and self-efficacy as perceived by their students simultaneously contributed 48.2% towards students' academic achievement. She also reported that there was 51.8% of the variance in students' academic achievement which was attributed to non teacher and

students' self efficacy effects. The question which might appear was what other factors that may contribute to students' achievement.

The researcher understood that the students of English Study Program, Sriwijaya State Polytechnic should have good English writing skill. The question that might arise was what the teacher should do to facilitate this students' need. Facts showed that teacher effectiveness and students' self-efficacy were not the only factors that might contribute to students' achievement. Mitchell (1992) and Gardner (1985) believe that motivation has a very important role towards the students' success in studying.

Pintrich and Zusho (2002) mention the term motivation as academic motivation, the internal processes that initiate and maintain activities aimed at achieving specific academic goals. Based on Self-Determination Theory, academic motivation can be divided into Intrinsic Motivation, Extrinsic Motivation and A-motivation (Decy & Ryan, 2002). It is called Intrinsic Motivation if someone performs something based on his/her own will and he/she feels happy with his/her involvement (Decy & Ryan, 2002). Vallerand *et al.* (1992) mention that if a student goes to school because he/she feels that it is exciting to learn, it means that he/she has intrinsic motivation. It is called Extrinsic Motivation if someone performs or conducts something influenced by something or someone outside of himself (Deci and Ryan, 2002). It is called a-motivated when a student does not see the emergencies between outcome and his own action (Deci and Ryan, 2002). Choosri and Intharaksa (2011) reported that there was a significant relationship between motivation and English learning achievement of the second year vocational certificate level Hatyai Technical College students. Therefore, the researcher tried to find out whether motivation especially academic motivation also has significant correlation to writing achievement of the students of English Study Program Sriwijaya State Polytechnic. Research concerning with academic motivation is needed in order that the teacher understands what to do, whether they have to motivate the students or not in order to improve the writing achievement of the students.

Davis-Kean, (2005) conducted a research to children ages 8 to 12 and reported that socioeconomic factors were related indirectly to children's academic achievement through parents' beliefs and behaviors. Parents with moderate to high income and educational background have ability to predict their children's academic achievement better than those with low income and educational background (Alexander, Entwisle, and Bedinger, 1994). Finally, Corwyn and Bradley (2002) reported that parental education especially educational background of a mother had significant influence towards children's academic achievement. Studies conducted by Davis-Kean (2005), Alexander, Entwisle, and Bedinger (1994), and Corwyn and Bradley (2002) led to the emergence of the question of whether it also applies to higher school students since most of their time are spent away from their parents. The question that might appear was whether parental education as one of socioeconomic factors had significant correlation with writing achievement of the students in English Study Program, Sriwijaya State Polytechnic. This research was also needed in order that the teacher understands what to do, whether to involve students' parents in teaching and learning process or not in order to improve writing achievement of the students. Next, the researcher also wanted to find out whether academic motivation added to parental education of the students contributed significantly to the writing achievement of the students. If there was a significant correlation, then, the researcher wanted to find out their influence and contribution towards writing achievement of the students.

Finally, the researcher also wanted to find out whether there was a difference in terms of gender towards writing achievement of the students. This research is needed in order that the teacher understands what to do when dealing with different gender of the students.

Based on the above explanation, the hypotheses were described as follows:  $H_{01}$ ) There is no significant correlation between academic motivation and writing achievement of

the students; Ha<sub>1</sub>) There is significant correlation between academic motivation and writing achievement of the students; Ho<sub>2</sub>) There is no correlation between parental education and writing achievement of the students; Ha<sub>2</sub>) There is significant correlation between parental education and writing achievement of the students; Ho<sub>3</sub>) Academic motivation added to parental education does not influence writing achievement of the student; Ha<sub>3</sub>) Academic motivation added to parental education influences writing achievement of the students significantly; Ho<sub>4</sub>) There is no significant difference in terms of gender towards writing achievement of the students; and Ha<sub>4</sub>) There is significant difference in terms of gender towards writing achievement of the students.

## METHODOLOGY

The design is a quantitative correlational design. There were four variables used in this research—three independent variable (academic motivation of the students, parental education of the students, and gender of the students) and one dependent variable (writing achievement of the students).

The population of this research was all students of English Study Program, Sriwijaya State Polytechnic in academic year of 2012/2013. The number of the sample was 45 which were taken randomly.

To get the data, the researcher asked each respondent to write his/her name, gender, class, and parental education. The researcher used a measure of Academic Motivation Scale (AMS) by Vallerand *et al.* (1992) with some modification conducted by the researcher to measure the academic motivation of the students by circling one of the points which ranges from 1 (does not correspond at all) to 7 (correspond exactly) which shows the reasons why the respondents go to school. The number of the items was 28. The lowest possible score was 28 and the highest possible score was 196. Writing scores of the respondents were taken from the cumulative of their scores before conversed into grade (A, B, C, D or E). Those data were taken from the archive of English Study Program, Sriwijaya State Polytechnic.

## ANALYSES AND INTERPRETATION

The following was the description about the correlation between academic motivation and writing achievement of the students.

**Table 1**  
**The Correlation between Academic Motivation and Students' Writing Achievement**

	Academic Motivation of the Students	Writing Achievement of the Students
Academic Motivation of the students	1	.834**
Pearson Correlation		.000
Sig. (2-tailed)		
N	45	45
Writing Achievement of the students	.834**	1
Pearson Correlation		.000
Sig. (2-tailed)		
N	45	45

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The correlation between Academic Motivation of the students and Writing Achievement of the Students was 0.834 with probability value 0.000 which was lower than the alpha level ( $0.000 < 0.01$ ). Therefore, Ho<sub>1</sub> was rejected and Ha<sub>1</sub> was accepted. It can be

concluded that there was a significant correlation between students' Academic Motivation and students' writing achievement.

**Table 2**  
**The Correlation between Parental Education and Students' Writing Achievement**

		Parental Education of the Students	Writing Achievement of the Students
PEs	Pearson Correlation	1	.209
	Sig. (2-tailed)		.168
	N	45	45
WAs	Pearson Correlation	.209	1
	Sig. (2-tailed)	.168	
	N	45	45

The correlation between Parental Education of the students and Writing Achievement of the Students was 0.209 with probability value 0.168 which was higher than the alpha level ( $0.168 > 0.05$ ). Therefore,  $H_{02}$  was accepted and  $H_{a2}$  was rejected. It can be concluded that there was no significant correlation between Parental Education of the students and writing achievement of the students.

The following were the description about the correlation, the influence and contribution of academic motivation and parental education towards writing achievement of the students.

**Table 3**  
**The Influence and Contribution of AMS added to PES towards WAS**

Model	R	R Square	Adjusted R Square
1	.837 <sup>a</sup>	.700	.686

a. Predictors: (Constant), parental education of the students, academic motivation of the students

b. Dependent variable: writing achievement of the students

#### ANOVA<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1. Regression	618.584	2	309.292	48.959	.000 <sup>a</sup>
Residual Total	265.327	42	6.317		
	883.911	44			

The correlation of academic motivation of the students ( $AM_S$ ) added to parental education of the students ( $PE_S$ ) towards writing achievement of the students ( $WA_S$ ) was 0.837. It showed that the correlation of  $AM_S$  added to  $PE_S$  towards  $WA_S$  was very strong although in partial, the correlation between  $PE_S$  and  $WA_S$  was not significant. R square ( $R^2$ ) of  $AM_S$  added to  $PE_S$  towards  $WA_S$  was 0.700. It showed that the contribution of  $AM_S$  added to  $PE_S$  towards  $WA_S$  was 70%. In this case, unexplained factor was 30%.

F obtain was bigger than F table ( $48.959 > 3.220$ ) with probability value 0.000 which was smaller than the alpha level ( $0.000 < 0.05$ ). Therefore  $H_{03}$  was rejected and  $H_{a3}$  was

accepted. It can be concluded that academic motivation of the students added to parental education of the students influenced writing achievement of the students significantly.

The following was the description about mean difference of writing achievement of the students based on gender.

**Table 4**

**Mean Difference of Writing Achievement of the Students based on Gender**

gender	N	Mean	Std. Deviation	Std. Error Mean
writing achievement of the students 1	22	75.7727	4.99459	1.06485
2	23	73.9565	3.83143	.79891

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
WAs	Equal variances assumed	.696	.409	1.372	43	.177	1.81621	1.32340	-.85269	4.48510
	Equal variances not assumed			1.364	39.384	.180	1.81621	1.33122	-.87561	4.50802

The mean score of writing achievement of male students was 75.7727, whereas the mean score of academic achievement of female students was 73.9565. The mean difference was 1.81621, t-obtain was 1.372 < t-table (df =43) 2.016692 and the significance was 0.409 >  $\alpha$  0.05. Therefore,  $H_{05}$  was accepted and  $H_{a5}$  was rejected. It can be concluded that there was no significant difference in terms of gender towards writing achievement of the students.

The positive significant correlation between academic motivation and writing achievement of English Study Program students, Sriwijaya State Polytechnic suggests that the more the students have academic motivation, the better their writing achievement.

Although there was not significant correlation between parental education and writing achievement of the students, there was significant correlation between academic motivation added to parental education towards writing achievement of the students. It suggests that in order to improve writing achievement of the students, it is necessary to involve those factors.

The contribution of 70% of academic motivation of the students added to parental education of the students towards writing achievement of the students suggests that 30% of the variance in students' writing achievement were contributed by unexplained factors.

No significant difference in terms of gender towards academic achievement of the students shows that both genders have the same potency to improve their writing achievement.

## CONCLUSIONS AND SUGGESTIONS

Academic motivation of the students correlated positively and significantly to writing achievement of the students ( $R=0.834$ ). It means that the more the students have academic motivation, the better their writing achievement. Therefore, in order to improve writing achievement of the students, it is important to improve their academic motivation.

Although, the influence of parental education of the students towards writing achievement of the students was not significant, but when academic motivation of the students added to parental education of the students, both influenced writing achievement of the students significantly with the contribution of 70%.

Finding showed that there was no significant difference in terms of gender towards academic achievement of the students. It means that both genders have the same potency to improve their writing achievement.

In general, quantitative research cannot answer the question why and how. Therefore, it is suggested that future studies will investigate why and how academic motivation of the students added to parental education of the students influenced and gave contribution to writing achievement of the students by using qualitative correlational design.

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## **TEACHING READING COMPREHENSION USING REAP (READ, ENCODE, ANNOTE, AND PONDER) STRATEGY TO THE THIRD SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM IN TARBIYAH FACULTY OF IAIN RADEN FATAH PALEMBANG**

**Muhammad Holandiyah**  
IAIN Raden Fatah Palembang

**Abstract:** This research is aimed to measure a significant improvement between students' reading comprehension average score taught using REAP and conventional strategy. The population of the study is the third semester students of English study program in Tarbiyah Faculty, IAIN Raden Fatah in academic year 2012/2013. There are two classes of the third semester students consisting of 86 students. By using one stage cluster random sampling, all population was taken as his research sample. Then the sample was grouped into two groups (experirment and control). 42 students who are in the class of PBI 1 grouped into experimental group (taught using REAP strategy), and 44 students who are in the class of PBI 2 grouped into control group. In this study, posttest only control group design was used. Both groups were given pretest and posttest and the treatment was given to the experimental group only. The data obtained from students' pretest and posttest in control and experimental group showed that all the data were normal and homogen. Then, from statistical analysis in measuring a mean significant improvement using paired sample t-test showed that the p-output was lower than mean significant diffierence at 0.05 level. It was concluded that there is a mean significant improvement between students' reading comprehension average score who are taught using REAP and conventional strategy. Or, in other word, it can be stated that the null hypothesis is rejected and the alternative hypothesis is accepted.

*Key Words: Teaching, Reading Comprehension, and REAP strategy*

### **INTRODUCTION**

English is one of international languages. It is very important since English is used as means of communication to other people in all over the world. That is why in Indonesia, English is taught since the primary level of kindergarden till university. There are four language skills in learning English. They are listening, speaking, reading, and writing.

Reading is one of important language skills to be learned since reading is a window of knowledge. Without reading, people are blind because they ca get a lot of news or information through reading. To be effective readers, a good reader should be facilitated with a good reading strategy since the strategy may facilitate between the reader and the text.

Most learners think that reading is an extremely difficult task that requires integrated body of skills, which also does not get easier with the passage of time and the accumulation of experience. Since reading is very important, it is necessary to determine the most suitable strategies for reading effectively. In his preliminary study, he found that teachers used to present a subject in the textbook and ask students to read whether silently or loudly, and then students had to answer the questions that follow. The result is that students hate to read, they only read the required textbook in order to be able to set for the achievement routine exams. In such case, students lacked motivation to read, even if they read, they show negative attitudes.

From the above fact, the writer is interested in conducting a research study entitles: "Teaching Reading Comprehension using REAP (Read, Encode, Annote, And Ponder) Strategy to the Third Semester Students of English Study Program in Tarbiyah Faculty of IAIN Raden Fatah Palembang"



Based on the above background, the main problem in this study is formulated as follows: "Is there any significant improvement between students' reading comprehension average score after being taught using REAP and conventional reading strategy?"

In relation to the above problem, the objective of the study is to find out whether or not there is a significant improvement between students' reading comprehension average score after being taught using REAP reading strategy and conventional teaching strategy.

The significance of the study is expected that the result of the study will give a contribution to the lecturers of English study program, especially in English study program of Tarbiyah Faculty, IAIN Raden Fatah Palembang in improving students' reading comprehension achievements in teaching and learning process. Then, it is also expected that this study will be a great contribution to readers as a source of information.

In relation the problem, the hypothesis is formulated as follows:

- Ho : There is no significant improvement on students' reading comprehension average score after being taught using REAP and conventional teaching strategy.
- Ha : There is a significant improvement on students' reading comprehension average score after being taught using REAP and conventional teaching strategy.

### ***Reading Comprehension***

Reading comprehension means the recognition of printed symbols which serve as stimuli to the recall built up through the readers' past experience. Rubin (1993:194) states that reading comprehension is a complex intellectual process involving reasoning". Then, Bromly (1992:209) states that reading comprehension is an active cognitive process that requires the construction of meaning from incoming information and prior knowledge. Furthermore, Bond and Tinker (1979:45) states that the reader is not only reading the written symbols but also interpreting and comparing them with their past experience. It means that while they are reading, they should imagine something or action which has close relationship with the reading materials. From the above statements, it can be assumed that reading is as getting main idea from the printed words. That's why in reading comprehension, the learners must consider the factor relating to reading comprehension, such as lexical/vocabulary, grammatical and cultural meaning, connection between sentences and paragraph structure, the organization of longer selection, and many other elements.

### ***REAP Reading Strategy***

REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. Allen (2004) states that REAP is an acronym for **R** - Read to determine the writer's message, **E** - Encode the message by putting it into your own words, **A** - Annotate by writing the message for yourself or sharing it, and **P** - Ponder the message through self-questioning and discussion with others.

REAP is an effective strategy for students because it is a multisensory approach to learning its effectiveness is enhanced. It is particularly beneficial for students with learning problems because it encompasses analysis and synthesis. It is related to what Eanet and Manzo (1976) praise that REAP as a strategy which will ensure meaningful reading and encourage concise writing and thinking. REAP is also a technique for imprinting information in long term memory.

### Teaching Procedure Using REAP Reading Strategy

In teaching reading comprehension using REAP strategy, Allen (2004) mentions the teaching procedure is as follows:

**Step 1: R** – Read the text. Write down the title of the text, whether it is a Federalist document or an Antifederalist document (if applicable), and what the evidence is about.

**Step 2: E** – Encode the text by putting the main ideas in your own words. Include the timeline of the evidence.

**Step 3: A** – Annotate the text by writing a statement that summarizes the important points explaining the significance of the evidence in relation to promoting a republic and balancing the need for energy in the Executive with the need for liberty.

**Step 4: P** – Ponder the text by thinking about what you learned. Connect this text to your own prior knowledge or to other documents you have read. Then, put the analysis on the text in the following chart (Allen, 2004):

REAP	
<b>(R)</b> <b>Read</b>	<b>(E)</b> <b>Endoce</b>
----- ----- ----- -----	----- ----- ----- -----
<b>(A)</b> <b>Annotate</b>	<b>(P)</b> <b>Ponder</b>
----- ----- ----- -----	----- ----- ----- -----

### Teaching Procedures Using Conventional Teaching

Arikunto (2002:45) states that most of the conventional techniques focus on teaching all readers by ignoring the fact that each student has different strengths and weaknesses. In this study, standard teaching strategy is a strategy that is used in which teacher or lecturer is as the central of learning. Furthermore, Arikunto (2004:45) mentions the steps that were used by the teachers of English in teaching reading in common:

Step 1 : Lecturer reads a written material.

Step 2: Lecturer asks the students about the difficult words that they find in written material, write them on the whiteboard, and discuss them together.

Step 3 : Lecturer reads the words on the whiteboard from the top to the bottom and repeated by the students.

Step 4 : Lecturer asks some students to read the material paragraph by paragraph.

Step 5 : Lecturer asks the students to translate the text paragraph by paragraph into Indonesian.

Step 6 : Lecturer asks students to make a conclusion of the text they have just read.

### Previous Related Studies

The following articles is used as as his previous related study. The article entitles “**The Effect of the REAP Reading Comprehension Technique on Students’ Success**”. This article was written by Tasdemir Mehmet from Scientific Journal Publisher in 2010. In his research study, he found out if the Read, Encode, Annotate, and Ponder (REAP) technique can create a significant difference in learning success compared to the classical method. A pretest-posttest equivalent control group research model was used. The study sample was composed of 59 students enrolled in an elementary school teacher-training program in 2008-2009 Fall term. Data were obtained qualitatively. According to findings, students’ learning success levels were significantly higher in the group in which REAP techniques were used, compared to the classical method group. From the previous study, it has similirity that both researches used the same strategy to improve students’ reading comprehension achievment, REAP reading strategy. However, there are some differences with the present study. In the presente study, the researcher used posttest only cotrol group design, while in the previous study, the research used a pretest-posttest equivalent control group design. Then, the research sample which was used in the previous study was the elementary school teacher-training, while in the present study, he used third semester students of English study program. And at last, the previous study was measuring a mean significant difference, while the present study, he measured a mean significant improvement between students’ reading comprehension average score taught using REAP and conventional strategy.

## METHODOLOGY

### Method of Research

In this study, posttest only control group design is conducted. Two groups is divided into two groups (experimental and control groups). Experimental group taught using REAP reading strategy for his treatment class, while in control group, the treatments were not given. The design of research procedure is described as suggested by Sugiono (2006:85) as follows.

R	X	O <sub>2</sub>
R		O <sub>4</sub>

- R = Random Sample  
 O<sub>2</sub> = Posttest in the control group  
 O<sub>4</sub> = Posttest in the experimental group  
 X = Treatment with REAP Strategy

### Operational Definition

In order to avoid misunderstanding about the terms used in this study, it is necessary for the writer to define them. They are “reading comprehension” and “REAP reading strategy”.

Reading comprehension is an active cognitive process between the readers and the text that requires the contraction of meaning from incoming information and prior knowledge.

REAP is an acronym for **R** - Read to determine the writer's message, **E** - Encode the message by putting it into your own words, **A** - Annotate by writing the message for yourself or sharing it, and **P** - Ponder the message through self-questioning and discussion with others.

### Research Variables

There are two variables in this research. The first variable is “REAP Reading Strategy”. This variable is considered as an independent variable. The second variable is “reading comprehension” which is considered as a dependent variable.

### Population and Sample

The population in this research is the third semester students of English study program in Tarbiyah faculty, IAIN Raden Fatah Palembang in academic year 2012/2013. There are two classes of the third semester students. They are in the class of PBI 1 consisting 42 students, and the class of PBI 2 consisting of 44 students. So the total of his research population is 86 students.

In this study, the writer used one-stage cluster sampling. The writer used all population as his research sample. So, there were 86 students used as his research sample. Then, the sample were divided into two groups. 42 students who are in PBI 1 class were grouped in experimental group taught using REAP reading strategy, while 44 students who were in PBI 2 class grouped into a control group. This group was given no treatment. The group was given pretest and posttest only.

### Research Instruments

#### Validity Test

Validity is the essential idea to consider when preparing or selecting an instrument for use. Hughes (1989:27) states that a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, reading, etc. In order to know if the contents of the test items given are appropriate or not, a test of specification table was made in Table 1.

**Table 1**  
**Test of Specification Table**

Objectives	Materials	Indicators	No of Items	Specified Indicator in each Items	Test of Types	Answer Key
The students are able to respond the written meaning of reading text	<b>Text 1:</b> The Prophet Ismail	<ul style="list-style-type: none"> <li>find main idea,</li> <li>find a detail information</li> </ul>	5	1, 2, 3, 4, 5	MC	1.a, 2.c, 3.e, 4.a, 5.d
	<b>Text 2:</b> Salahudin Al Ayubi	<ul style="list-style-type: none"> <li>find concluding paragraph</li> <li>find referenced</li> </ul>	5	6, 7, 8, 9, 10	MC	6.c, 7.a, 8.b, 9.d, 10.b

	<b>Text 3:</b> The Importance of Viel for Woman	word(s)  • find an appropriate opinion on the related paragraph given	5	11, 12, 13, 14, 15	MC	11.a, 12.c, 13.d, 14.a, 15.b
	<b>Text 4:</b> The Islamic Law of Nikah Sirih		5	16, 17, 18, 19, 20	MC	16.a, 17.c, 18.b, 19.a, 20.c

### Readability Test

Readability refers to how easy a piece of writing is to read and understand. This depends on a range of factors, including content, structure, style, and layout and design. Similarly, (Wikipedia 2012) states that **Readability** is the ease in which text can be read and understood.

In this reasearch, there are four reading texts for his pretst and posttest research instruments. All of the texts had been predicted for their readability. From the readability result showed that all the texts are in the category of difficult level. The further readability test of the reading texts are further displayed in Table 2.

**Table 2**  
**Readability Test of Reading Texts for Research Instruments**

No	Reading Text Title	Text Type	Flesh Reading Ease Score	Text Level
1	Prophet Ismail	Recount	79.5	Easy
2	Salahudin Al Ayubi	Recount	60	Standard
3	The Importance of Viel for a Woman	Hortatory	56.4	Fairly Difficult
4	The Islmic Law of Nikah Sirih	Hortatory	43.3	Difficult

### Reliability Test

To measure whether his research instruments were reliable or not, the writer did tryout analysis. The tryout was done twice for two weeks at the third semester students of English study program at PGRI University of Palembang in academic year 2012/2013. There are twenty multiple questions with four kinds of different text used.

In analysing reliability test, test and retest were used. Fraenkel and Wallen (1991:99) states that the test is considered reliable when the reliability coefficient of the tests was higher than 0.70. To measure the students' internal consistency (consistency among the questions) for their reliability level, *Conbach's Alpha* found in SPSS 17 is used. From the statistics analysis, it was found that the cronbach's alpha score is 0.825. It means that the two scores are categorized reliable since it was higher than 0.70.

## Techniques of Collecting Data

### Pretest

In collecting the data, testing technique is used. There were 20 multiple questions were given to the students for their pretest to the both groups (control and experiment). The pretest was given to know how far their reading achievements before the research treatments were given.

### Research Treatments

Research treatments were given to experimental group, while in control group, treatments were not given. There are seven recount reading texts and five hortatory reading texts were used for his research treatment. All the texts have been tested for its readability. From the result of the readability test, it was found that two texts are categorized in easy level, four texts are in fairly easy category, four texts are in standard category, and two texts are in fairly difficult category. The reading texts for his research instruments are presented in Table 3.

**Table 3**  
**Reading texts for Research Treatments**

No	Reading Text Title	Text Type	Flesh Reading Ease Score	Text Level	Meeting Treatment
1	Prophet Yusup (Peace Be Upon Him)	Recount	81.3	Easy	1st
2	Journey of Prophet Musa (as) to Seek the Prophet Khidr (as)	Recount	81.7	Easy	2nd
3	Prophet Sulaiman and the Ants	Recount	74.3	Fairly Easy	3rd
4	Why muslims took up the sword?	Hortatory	70.7	Fairly Easy	4th
5	Isra Mi'raj	Recount	72.6	Fairly Easy	5th
6	Story Angel Gabriel and Michael Angel Cry	Recount	73.3	Fairly Easy	6th
7	Benefit of Zakat, Infaq and Charities	Hortatory	65.8	Standard	7th
8	Why shouldn't drink alcohol and drugs?	Hortatory	62.5	Standard	8th
9	Zakah and Sodaqoh	Hortatory	62.8	Standard	9th
10	The Story of Prophet Idris (as) Seeing Heaven and Hell	Recount	68	Standard	10th
11	Prayer for health benefits	Hortatory	59	Fairly Difficult	11th
12	Sumaiyah's Patience in Maintaining Faith (First Woman Martyr in Islam)	Recount	57.9	Fairly Difficult	12nd

*Posttest*

After the reserach treatments were given for 12 meetings, posttest with 20 multiple questions was done given to the both groups (control and experiment). The posttest was given to know how far their reading achievements after the research treatments were given.

***Technique for Analyzing Data***

All of the data analyses are measured using the t-test found in SPSS 17. Before analyzing the data to measure a mean significant improvement between students' reading comprehension taught using REAP and conventional strategy, the following analyses were done:

***Data Descriptions******Distributions of Frequency Data***

In this analysis, the students' pretest and posttest score in control and experimental groups are analysed using the students' score in the table. In table of frequency, the score of interval, frequency, and percentage are obtained.

***Descriptive Statistics***

In descriptive statistics, the students' pretest and posttest scores in control and experimental are analyzed through descriptive statistics displayed in table. It is done to know the scores of means, minimum, maximum, and standard deviation.

***Prerequisite Analysis******Normality Test***

The normality test is based on the students' pretest and posttest scores in the control and experimental group using *one-sample Kolmogrov-Smirnov test* with an assist of SPSS 17. According to Santoso (2003:162), the distribution of the data can be classified into normal if the p-output was higher than mean significant difference at 0.05 levels.

***Homogeneity Test***

To determine the students' scores are homogeneous or not, the students' pretest and posttest scores in the control and experimental groups are analyzed using *Levene Statistic*. The students' scores are considered homogeneous whenever the p-value is higher than mean significant difference at the 0.05 level.

***Testing the Hypothesis in Measuring Mean Significant Improvement***

To measure a significance of mean improvement, paired sample t-test found in SPSS 17 is used. A mean significant improvement is found whenever the p-output is lower than mean significant difference at the 0.05 level.

**RESULTS AND DISCUSSION**

In this part, (a) data discriptions, and (b) prerequisite analysis, and (c) result of testing the hypothesis are presented.

***Data Discriptions***

In this part, (a) distributions of frequency data, and (b) prerequisite analysis are presented.

### *Distributions of frequency data on students' pretest and posttest score in control and experimental group*

The data obtained from 44 samples of students' pretest in control group was found that there were four students got the score 20 (9.1%), one student obtained the score 26 (2.3%), two students got the score 27 (4.5%), one student got the score 30 (2.3%), ten students obtained the score 33 (22.7%), one student got the score 35 (2.3%), one student obtained the score 36 (2.3%), five students got the score 37 (11.4%), six students obtained the score 40 (13.6%), one student got the score 43 (2.3%), three students got the score 50 (6.8%), six students obtained the score 53 (13.6%), two students got the score 63 (4.5%), and one student got the score 73 (2.3%).

Then, the data was obtained from 44 samples of students' posttest score in control group. There were three students got the score 33 (6.8%), one student got the score 40 (2.3%), three students got the score 43 (6.8%), two students got the score 50 (4.5%), ten students got the score 53 (22.7%), one student got the score 54 (2.3%), one student got the score 56 (2.3%), three students got the score 57 (6.8%), sixteen students got the score 63 (36.4%), one student got the score 67 (2.3%), and three students got the score 80 (6.8%).

After that, the data was collected from 42 samples of students' pretest score in control group. It was found that there was one student got the score 43 (2.3%), two students got the score 47 (4.5%), four students obtained the score 50 (9.1%), six students got the score 53 (13.6%), seven students got the score 57 (15.9%), one student got the score 60 (2.3%), four students got the score 63 (9.1%), two students got the score 67 (4.5%), nine students got the score 73 (20.5%), one student got the score 75 (2.3%), one student got the score 77 (2.3%), and four students got the score 80 (9.1%).

At last, the data was collected from 42 samples of students' posttest in experimental group. It was found that there was one student got the score 53 (2.3%), one student got the score 60 (2.3%), seven students got the score 67 (15.9%), eleven students got the score 73 (25%), four students got the score 80 (9.1%), eight students got the score 83 (18.2%), four students got the score 87 (9.1%), one student got the score 90 (2.3%), and five students got the score 93 (11.4%).

### *Descriptive statistics on students' pretest and posttest score in control and experimental group*

The data was obtained from 44 samples of students' pretest score in control group, it was found the lowest score was 20, and the highest score was 73. The score of mean was 39.2273 and standard deviation was 12.05966. While, from students' posttest score, it was found that the lowest score was 33, and the highest score was 80. The score of mean was 56.6818, and standard deviation was 10.92421.

Then, the data was obtained from 42 samples of students' pretest score in experimental group, it was found that the lowest score was 43, and the highest score was 80. The score of mean was 62.5952, and standard deviation was 10.89878. While, from students' posttest score in experimental group, it was found that the lowest score 53, and the highest score was 93. The score of mean was 77.9048, and standard deviation was 9.72753.

### *Prerequisite Analysis*

#### *1. Normality Test*

After the normality test using one-sample Kolmogorov-Smirnov Test was done to students' pretest and posttest score in control and experimental groups, it was found that the p-output of the students' pretest in control and experimental group were 0.119 and



0.105. While, the score of students' posttest in control and experimental group were 0.082 and 0.181. From the all scores of the p-output, it can be stated that all the data obtained were normal since it was higher than mean significant difference at 0.05 level.

## 2. Homogeneity Test

To test homogeneity test, levene statistics is used. The test was done to the students' pretest and posttest in control and experimental group. From the result of the p-output, it was found that students' pretest score in control and experimental group was 0.681. While, from students' posttest score in control and experimental group was 0.973. from the two scores of the p-output, it can be stated that the data obtained from students' pretest and posttest scores in control and experimental group were homogen since it was higher than mean significant difference at 0.05 level.

### ***Result of testing the hypothesis in measuring a mean significant improvement between students' reading comprehension average score who are taught using REAP and conventional strategy***

From paired samples statistics, it was found that the score of mean from students' posttest score in control group was 56.6190, standard deviation was 11.12885, and standard error of mean was 1.71722. While the score of mean from students' posttest score in experimental group was 77.9048, standard deviation was 9.72753, and standard error of mean was 1.50099.

Then, the data was obtained from paired samples test. It was found that mean paired differences between students' reading comprehension average score who are taught using REAP and conventional strategy was -21.28571, and the p-output was 0.000. From the result of the p-output, it can be stated that there is a mean significant improvement between students' reading comprehension average score taught using REAP and conventional strategy.

## CONCLUSION

After the test analysis was done, it can be concluded that all data obtained from students' pretest and posttest score in control and experimental group was categorized normal and homogen. Then, the statistical analysis using paired sample t-test was found a mean significant improvement between students' reading comprehension average score taught using REAP and conventional strategy. It was concluded that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

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## THE RELATIONSHIP AMONG ATTITUDE TOWARDS ENGLISH, ACADEMIC ACHIEVEMENT, AND ENGLISH PROFICIENCY OF THE POLSRI STUDENTS

**Herman**

English Department, Sriwijaya State Polytechnic

**Abstract:** This research report was written on the basis of the research and the main purpose of this study was to find out (1) the attitude of the six semester students of POLSRI towards English, (2) whether or not there was a relationship between academic achievement and English proficiency of the six semester students of POLSRI, (3) whether or not there was a significant correlation between the attitude of the six semester students of POLSRI towards their academic achievement and their English proficiency. In this study, stratified random sampling was applied and it involved 230 POLSRI students. The method of the study used was correlational method and questionnaire, copies of students current GPA, and TOEFL test were as the instruments to collect the data. The results show that there was a significant relationship between students' academic achievement and their English proficiency. However, there was no significant correlation between the students' attitude towards their academic achievement, and there was also no correlation between attitude and proficiency of POLSRI students. It is hoped that the results of this study can be used by teachers and learners of English and other concerned parties as ideas to develop English proficiency.

*Key words: Attitude towards English, Academic Achievement, and Language Proficiency*

### INTRODUCTION

Attitude has recently received considerable attention from both first and second language researchers. Most of the researches on the issue have concluded that student's attitude is an integral part of learning and that it should, therefore, become an essential component of second language learning pedagogy.

The term of attitude cannot be separated from psychology because attitude is a qualitative psychological phenomenon. It apparently becomes an interesting case to be discussed. Social psychologists have been interested in studying the attitudes because they reflect social influences and are mayor source of an individual behavior. Since it is discussed by many experts throughout the world, the definition of it maybe different, however, it has similar tendency.

It is not easy to give a perfect definition and limitation of it. However, several definitions are provided by psychologists. First, Scholl (2002:2) defined an attitude as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favor or disfavor. Then, Kubiszyn and Borich (1993:170) defined an attitude as a description of how people typically feel about or react to other people, places, things, or ideas. Furthermore Ruggiero (1998:74) defines an attitude as a habitual emotional response driven by belief. Beliefs are ideas we hold to be true. Unlike feelings and tendencies, they can be clearly identified and articulated. This means that attitude deals with one's tendency to respond to an object or situation on the basis of his or her beliefs and feeling. In addition, Lefrancois (1997) states that an attitude is typically defined as a prevailing and consistent tendency to react in a given way. In addition, attitude may be described as positive or negative thought. They therefore have strong motivational consequences, a fact that distinguishes them from opinion.

The writer's present study is different from the studies that have been done before. There are three variables under investigations. They are students' attitudes, English achievement (independent variables), and English proficiency (dependent variables).

There are three problems related to this study. First, how are the attitudes of six semester students of POLSRI towards English? Second, how does the academic achievement relate to the English proficiency of the six semester students of POLSRI? Third, is there a significant correlation between the attitudes of the six semester students of POLSRI and their academic achievement and their English proficiency?

The objectives of writing this study are (1) to identify the attitude of the six semester students of POLSRI towards English, (2) to describe the relationship between academic achievement and English proficiency of the six semester students of POLSRI, (3) to find out whether or not there is a significant correlation between the attitude of the six semester students of POLSRI towards their academic achievement and their English proficiency.

## **LITERATUE REVIEW**

### **Language Attitude**

Learning a language is closely related to the attitudes towards the languages (Starks & Paltridge 1996: 218). *In the Longman Dictionary of Applied Linguistics* (1992:199) 'language attitudes' are defined as follows:

The attitude which speakers of different languages or language variety have towards each others' languages or to their own language. Expressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language.

### **The Standard of Academic Achievement**

Grade Point Average is the standardized measurement of varying levels of comprehension within a subject area. Grades can be assigned in letters (for example, A, B, C, D, E, or F), as a range (for example 4.0–1.0), as descriptors (excellent, great, satisfactory, needs improvement), in percentages, or, as is common in some post-secondary institutions in some countries, as a Grade Point Average(GPA). GPA is calculated by taking the number of grade points a student earned in a given period of time divided by the total number of credits taken. The GPA can be used by potential employers or further post-secondary institutions to assess and compare applicants.

### **Language Proficiency**

Proficiency is defined as 'having or showing a lot of expertise in a particular skill' or 'the ability to do something well because of training and practice (usage)' (Hornby, 2005, p.1205). Therefore, English proficiency can be defined as 'having or showing a lot of skill in the usage of the English Language'. As in other subjects that involve acquiring skills in language, a student's proficiency in the English Language can be influenced by many social factors. These factors include the frequency of their using English daily, their attitude towards English as well as the amount of exposure they have had to English materials, particularly the media.

Bachman (1990) cited in Maleki & Zangani (2007) states the definition of language proficiency as the language ability or ability in language performance. Proficiency is the ability of an individual to speak or perform in an acquired language (Wikipedia), so

proficiency goals can be defined as general competence, mastery of the four language skills, or mastery of specific language behaviors (Maleki & Zangani: 2007).

### **TOEFL as Measurement for Language Proficiency**

McKeun (2005:2) argues that having been developed in the mid 1960's; the TOEFL has become standard of measuring proficiency in English as a second or foreign language throughout the world. TOEFL is the test which evaluates non-native English speakers' skills in three areas, for academic purposes.

It consists of:

1. Listening Comprehension – measures the ability to understand English including short and long conversations and short talks or lectures.
2. Structure and Written Expression – measures the ability to recognize standard written English.
3. Reading – measures the ability to read and understand short passages at the university level.

In line with that idea, Vancouver English Center states that the Test of English as a Foreign Language (TOEFL) evaluates the potential success of an individual to use and understand standard American English at a college level.

(<http://secure.vec.bc.ca/whatistoeftl.cfm>)

Bayliss and Raymond (2004) examined the link between academic success and second language proficiency in the context of two professional programs. They conducted two studies. First, they investigated the link between ESL scores on an advanced ESL test and the grade point average (GPA) obtained over two semesters. Second, they investigated the link between French second language scores on an advanced L2 test and both the number of course failed in the first semester GPA.

### **METHODOLOGY**

In this study, the writer used a correlation method and analyzed the data by using "SPSS 15" statistical computer analysis. He applied the correlation method to investigate the relationships between the independent variables and the dependent variables.

#### **The Population and Sample**

The population of the study was the six semester students of regular morning classes from all departments of POLSRI in the academic year 2007/2008. The total number of the students in the population was 607 students consisting of 301 male students and 306 female students. To choose the sample from population, stratified simple random sampling technique was used. As Arikunto (1996) said, for a big population which consists of more than 100 subjects, a researcher can take between 10-15% or 20-25% subjects or more as the sample of the research. The writer stratified the population based on the gender and study programs and all the students in population have the same chance to be sampled by using lottery. The writer gave numbers to the names of the population and write down each of the students' numbers on small pieces of paper. The writer shoke and mixed and let the lottery rolls out of the glass in order to get my samples. So, every number of populations was given an equal chance of being included in a sample. Since the populations is based on the gender and study programs, so the result was 100 male and 130 female students. At last the total number of the sample was 230 students from sixth semester students.

## **Variables**

This study dealt with one independent variable and two dependent variables. The variables investigated were: (1) the students' attitude towards English: This was independent variable. It was indicated by the students' score of the questionnaires, (2) the students' Academic achievement: This was the first dependent variable. It was indicated by the students' score of GPA. (3) The students' English proficiency: This was the second dependent variable. It was indicated by the students' score of TOEFL.

## **Techniques for Analyzing the Data**

In analyzing the data the writer used the following steps: First, the data from each test used scores differently according to the types of tests. However, the scores for students' attitudes towards English were taken from Five-Point Scale Questionnaire, the scores for the students' English achievements are taken from the students' Grade Point of Average or GPA, and for the students' English proficiencies, the scores were taken from the scores of TOEFL test given by the writer. After each of the tests was corrected, scored, and combined, there are three scores of this study, scores of students' attitudes in learning English (X), scores of students' English achievement (Y1), and scores of students' English proficiency (Y2).

Second, in analyzing the data obtained from the questionnaire, Grade Point of Average, and TOEFL test, the writer used SPSS Version 15 for computing the descriptive data of students' attitudes. Descriptive statistics including means, median standard deviation, and the correlation among the variables are reported in order to understand how the relationship among attitude towards English, English achievement, and English proficiency of the POLSRI students. The writer calculated and analyzed the correlation coefficient between dependent and independent variables of the study, the writer applied Spearman Correlation Coefficient because the data analyzed was in the ordinal data. According to Alhusin (2003), an ordinal scale is used to rank an object from the lowest until the highest and vice versa. He adds that this kind of data can be analyzed by using Spearman Correlation Coefficient. Next, Arikunto (1996 : 266 ) said to obtain the correlation between two different variables ; continuum variable and discrete variable in biserial point correlation, the t table is used with t value previously obtained. According to Alhusin (2003:103), t-test is the procedure used to test two independent variables

## **FINDINGS**

There are three variables involved in this study. They are independent variable that is students' attitude towards English and dependent variables that is students' academic achievement and English proficiency. The objectives of this study were to find whether or not there were statistically significant relationship between independent variable and dependent variables.

The data were computed by applying SPSS for Windows Release 15.0. If the normality spread is  $p > 0,05$ , then it is normal. If  $p < 0,05$ , it is not normal. The variables computed in Normality Test included (1) Students' Attitude towards English, (2) Academic Achievement, and (3) Language Proficiency.

The students' attitude scores refer to the responses of the samples to the students' attitude towards English. After the scores were classified, it was found that the mean score of students' attitude was 3,91. Median was 3,90 while the highest score of students' attitude was 4 (0,1,2,3,4) that means more than 50% students had positive attitude towards English and it

was found that the coefficient of KS-Z was 1.050 and p was 0.220. The values mean that the data distribution was normal.

The students' academic achievement scores refer to the Cumulative Grade Point Average of the students from the first semester until the last semester they study. The mean score of students' English achievement was 3, 14 and median was 3, 17 that means that the students' academic achievement was quite good and it was found that the coefficient of KS-Z was 0.635 and p was 0.815. The values mean that data distribution was normal.

The students' language proficiency scores refer to the TOEFL scores. The mean score of students' language proficiency was 375 and median was 376 that means that the students' academic achievement was quite good and it was found that the coefficient of KS-Z was 0.912 and p was 0.376. The values mean that the data distribution was normal.

The data of the students' attitude, academic achievement, and language proficiency were in the form of scores. The collected data were presented and analyzed referring to the objectives of the study.

The data of the students' attitude, academic achievement, and language proficiency were in the form of scores. The collected data were presented and analyzed referring to the objectives of the study.

The table shows that the average mean score of the students' attitude is above 3 (3.9109) on the scale of 5 with the lowest and the highest scores are 3.47 and 4.51. The average mean score of the language proficiency is 375.578. The average mean score of academic achievement is 3.1444 with standard deviations are 35.12337 and 0.30722. The minimum scores of English proficiency and academic achievement are 293.00 and 2.13 and the maximum score of both are 466.00 and 3.85 based on the statistical analysis of SPSS-15 of all variables.

**TABLE 3**  
**Scale: ALL VARIABLES**  
**STATISTICS SPSS 15**

	Mastery of English(TOEFL)	English Achievement (GVA)	English Score	Attitude
N Valid	230	230	230	230
Missing	0	0	0	0
Mean	375.5783	3.1444	73.2067	3.9109
Median	376.0000	.3.1700	73.0000	3.9000
Std Deviation	35.12337	.30722	7.62819	.28019
Minimum	293.00	2.13	55.00	3,20
Maximum	466.00	3.85	95.00	4.70

The results showed that the correlation coefficient between students' attitude and academic achievement was 0.117 with the probability value higher than 0.076 in which it was higher than the alpha level of 0.05, but if the probability value between Students' attitude and their academic achievement is under than 0,05 so it can be said that both variables have significant correlation. From the calculation of data, it could be concluded that there is no significant correlation between students' attitude and academic achievement.

**TABLE 4**  
**Pearson Product Moment Correlation among variables measured**

No	Independent variable	Dependent Variables	Coefficient Correlation	Sig
1	Students' attitude		0.117	>0.076
2		English Achievement	0.270	<0.001
3		English Proficiency	0.103	< 0.011

The statistical result also showed that academic achievement was significantly correlated with English proficiency with the correlation coefficient was 0.270 with the probability value less than 0.001 which was lower than 0.05.

Based on the findings above, the result of data from questionnaire showed that the students' attitude towards English had the average score 3.91 from 5 scale which means that more than (70 %) of the students had positive attitude towards English subject given and taught at POLSRI. It is because every department is very discipline based on the motto of POLSRI namely "exact for time, exact for measurement, and exact for place".

Therefore, academic achievement and language proficiency were correlated significantly. The higher the students' academic achievement is, the better their language proficiency becomes. This could happen because most of the lectures are delivered in English and also most of the books they read are written in English. It requires the students to understand the books they read, examinations they have, and lecture they attend and listen to in order to get good academic achievement. Without the ability to fully comprehend what they read, listen, write, and speak, the students will find problem in their study which will result in their low motivation and disappointing achievement.

## CONCLUSION

Based on the findings, the following conclusions can be drawn. Firstly, the attitude of the six semester students of POLSRI toward English was good with the average score is 3.91 from the highest score of questionnaire that is 4 which is scale 5 from the scores of questionnaire namely, 0,1,2,3,4. Secondly, there is a significant relationship between academic achievement and language proficiency. The statistical analysis showed that the correlation coefficient was 0.270 (weak enough) and positive number with the probability value was lower than the alpha level of 0.05. It means that if the student's academic achievement is good so the student's TOEFL score will be good too and vice versa. Thirdly, there is no significant correlation between the attitude of the six semester students of POLSRI toward English and their academic achievement. The statistical analysis showed that the correlation coefficient was 0.067 with the probability value higher than the alpha level of 0.05. It means that although the students' attitude of the six semester students of POLSRI towards English subject is negative it does not mean that their academic achievement is also bad and vice versa.

Finally, there is no significant correlation between the attitude of the six semester students of POLSRI towards English and their English proficiency. The statistical analysis showed that the correlation coefficient was 0.118 with the probability value higher than the alpha level of 0.05. It means that although the correlation between the students' attitude of the six semester students of POLSRI toward English subject and academic achievement is negative it does not mean that their TOEFL score will be bad and vice versa. Due to the fact



above that the students' attitude toward English does not influence the scores of GPA and TOEFL. Therefore, the most important thing is how to improve the students' academic achievement in teaching and learning process because it can relate to the increase of the students' TOEFL SCORE. One of factors that can increase the language proficiency is language learning strategies and it is logical to say that the students must be familiarized with all varieties of language learning strategies to increase the students' interest, motivation, and attitude.

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## THE USE OF CODE-SWITCHING AND CODE-MIXING IN ENGLISH LANGUAGE TEACHING AT STATE POLYTECHNIC OF SRIWIJAYA

**Muhammad Nadjmuddin**

English Department State Polytechnic of Sriwijaya

Email: mnadjmuddin@yahoo.co.id

**Abstract :** This article discusses the usage of Bahasa Indonesia (BI) in EFL classrooms of State Polytechnic of Sriwijaya (Polsri). The first objective of this study was to examine the language use in the classroom instruction, in particular, the use code-switching (CS) and code-mixing (CM) and linguistic factors of the utterances as well as the functions of using CS and CM by the lecturers. Another purpose was investigating the subjects' perception on the use of CS and CM. This case study collected data from four lecturers and their students in English Department, Polsri. The analysis of the classroom corpus identified seven communication functions in the lecturers' speeches. The findings of this study also revealed that there were different levels of agreement and disagreement on whether a lecturer should use of CS and CM in the EFL classes. Based on the data collected from the subjects' responses to the questionnaire, this study concluded that CS and CM were aimed at increasing the efficiency of information conveyed. CS and CM are necessary communicative strategies for lecturers to achieve teaching goals, in particular, involving the students who lack English proficiency.

*Key words: code switch, mix, linguistic factors, functions*

### INTRODUCTION

Interaction between learners and teachers is one of determinant aspects affecting learning success. Nunan (1991:37) preserves that a teacher's ability to plan and manage the interaction is necessary to achieve learning goals. The failure in interaction may cause misconception and failure in accomplishing studying objectives. One of the important classroom interaction is lecturers' talks. Regarding this issue, Marzulina (2010) states that in a language class, verbal communication is the most obvious. As the main resource and model, students expect that their lecturers know everything and must provide perfect models.

To deliver their ideas or knowledge, lecturers must be able to communicate effectively. The communication is effective if it can create comprehension between lecturers and students. However, many students have too low English proficiency to understand the lectures. As responsible lecturers, they must have appropriate strategies to help students understand the idea or concept. When the students find it difficult to understand the explanation in English, the lecturers resort to the use of Indonesian words and expressions. Translation technique is normally used to clarify foreign language items in an utterance by providing clarification in CS and CM. Although the presence of this language form in the explanation is partial, it helps clarify the meaning of difficult English words.

Indonesia is multilingual nation in which its people speak several vernaculars and BI. BI is used as a national language, and English is used as a foreign language. Like other English classes with multilingual students, English classes in Indonesia often use CS and CM in the instructional communication. The most common form of CS and CM used by the lecturers was that between Bahasa Indonesian and English language.

Students at Polsri learn English in most semesters of the total six semesters. The use of English as a medium of instruction is expected to be the main exposure to the target language. In some brief interviews with several lecturers of English Department at Polsri, the writers found that CS and CM are common phenomena in the English classrooms. These language forms, as parts of communication media, need to be investigated due to their important role as learning inputs.

All of the lecturers of English at Polsri have been trained and graduated from their graduate study in English education. It is assumed that the lecturers do not have any problem

to use English as an instructional medium in their classrooms. However, in their factual communication with students, the lecturers frequently use CS and CM. The use of BI in the utterances raised questions about the motivation of the lecturers in using CM and CS as well as linguistics factors in the utterances. In the light of this, the problem of this study was formulated in the following questions: (1) What linguistic factors can be found in the lecturers' utterances?; (2) What are the functions of CS and CM in English classes?; (3) What are the students' perception towards the use of CS and CM?; What are the teachers' perception towards the use of these language forms?

So far relatively little has been done to study CS and CM in Bahasa Indonesia-English contexts with a qualitative approach. The present case study was aimed at filling this gap by using both quantitative and qualitative methods.

The findings can contribute to answer linguistic phenomena regarding the use of switched and mixed codes by students and teachers. The findings can be of paramount significance to the lecturers of English in terms of the role of English, in particular, in State Polytechnic of Sriwijaya and in tertiary instructional settings in general.

Language is a main media of communication and people will find it difficult to communicate without language (Cakrawati, 2011). The character, dynamic of language and how people interact in society as well as the role of language within a society is explored through sociolinguistic studies (Fishman, 1980). Furthermore, Holmes (1992) emphasizes that linguistics is concerned with the social aspects of language in a community in which people interact using the language. Linguistics are interested in "the relationship between language and society" (Holmes, 1992:1), including the study of different ways of speaking and language alteration such as CS and CM (Holmes, 1992:34-50).

### **Code Switch and Code Mixing**

CS is the combination of words, phrases and sentences from two languages simultaneously or interchangeably in a single unitary interaction (Bokamba, 1989). Gumperz (1982) defines CS as the use of two or more codes or languages within a single speech event. CS can take some forms such as words, phrases, clauses and complete sentences (Hudson, 1996 & Holmes, 1991). Wardhough (1990: 104) and Poplack (1980) point out that Hymes (1971) states that CS is an alternative use of two or more languages in one communication event. (Hymes, 1971; Milroy & Muysken, 1995). Similarly, Bokamba (1989) holds that CS is the combination of words, phrases and sentences from two languages simultaneously or interchangeably in a single speech.

Bokamba (1989) states that CM is fixations of various linguistic units such as affixes (bound morphem), words (unbound morphemes), phrase and clauses. It happens because the speakers try to match what they hear with what they understand. Wardhough (1990:104) supports this opinion suggesting that CM is a phenomena in which an expression from one language is used based on the structure from another language. Furthermore, Leung (2010) defines CM as a combination of two or more linguistic units from two different languages in a sentence. This concept is supported by Heller (1988:1) who contends that CM is the use of two or more languages in one episode of communication.

Indonesia is the country in which multi ethnicities and many tribes live together harmoniously that allows dynamic interactions and communications between people who speak different languages. The effects of this type of communication, among others, are language alteration such as CS and CM. A bilingual or multilingual community tends to use the languages simultaneously in one communication event.

Many empirical studies showed that in language learning classes with bilinguals and multilingual students the interactions between students and teachers were rarely in monolingual. Several studies have revealed that CS and CM occurred in bilinguals and multilingual speakers (Nababan, 1993:13). Thus, CS and CM are common practices

(Flowerdew & Miller, 1992; Martin, 2005; Arthur & Martin, 2006; Mahadhir & Then, 2007; Warsiti, 2011). Burden (2001) reported the result from his study on the use of L1 in English classrooms that the Japanese students needed an explanation in L1 on some occasions. Furthermore, he concluded that teachers need to know when they should use L1 in their teaching.

The occurrences of CS and CM should be regarded as a natural learning process. When fluent bilingual speakers of various languages make conversation, they often include words, phrases, clauses and sentences from different languages in a single discourse.

Communication among the speakers of English as a foreign language is a complex process and to communicate effectively people require strategies. This study assumed that CS and CM done by the lecturers were strategies for the purpose of effective communication. Taron (1983) (cited in Syahri, 2001) asserts that language switch is one communication strategies frequently employed by bilingual speakers. The use of CS enhanced instruction in ESL setting not only by insuring understanding and two-way communication between teachers and students, but also by building rapport with the students so that they could communicate in the class and let them speak in whatever language(s) they could express.

Some studies have suggested the effect of social environments on the use of CS and CM. Shin (2010) investigated the functions of CS at a Korean Sunday school in the United States. The study showed that some social interactions could lead the use of CS. A study conducted by Ugot (2010) suggested that language choice, CS and CM in multilingual Biase in Cross River State, Nigeria were influenced by social situations and environments. Redouane (2005) and Ayeomoni (2006) examined the effects of social environment in Canada affected CS and CM used by Morocco immigrants. Redouane (2005) reported switch patterns and syntactic aspects in the bilingual utterances of French-Arabian speakers, Moroccan descents living in Canada. Other study (Arifin & Husin, 2011) revealed some differences in the students' perceptions on the use of CS and CM.

Berlinawati (2009). implied that to some degree miscommunication between teachers and learners occurred due to the lack of understanding about what the teachers are explaining. As a consequence the teachers use CS and CM during their interactions or teaching activities. The teachers switch the language or mix the target language and their first language so that the word the students find it difficult to understand can be explained in the first language.

### **Language Alteration as a Strategy**

Taron (1983) (cited in Syahri, 2001:17-210) holds that CS is a communication strategy. Unlike traditional perspective which considered CS as a defected language form resulted from interference processes and should be avoided, today's experts and educators believe that this language form should be accepted in English teaching and it is considered as a communication strategy (Corder, 1981).

CM may be used to gain both a linguistic/conceptual purpose and other multiple communicative purposes (Gysels, 1992). In many bilingual communication occasions, in which a speaker combine two or more languages in one communication event without any demanding situation, CM is unavoidable.

The success of using CS and CM as a communicative strategy or a teaching methodology remains debatable. Tarone (1983) (cited in Syahri, 2011: 9) holds that CS is a communication strategy. Gabusi (2007) states that CS is one of useful communication strategies in class interactions and similarly, Kachru (1978) holds that CM is use tool for effective communication. Cole (1998) asserts that the teacher's use of L1 in FL class can help explain complex instructional materials. An investigation of learners' code-switching conducted by Arnfast and Jorgensen (2003) shows how a bilingual competence among learners within the first year of intensive training could be developed through code-switching.

Unlike the aforementioned studies, Watson (2005) reported her research findings suggesting that the use of code-switching was not always a wholly successful communication strategy.

## **METHODOLOGY**

The subjects of this study were lecturers of English and their students in English Department, Polsri. All of them were vernacular-Indonesian bilinguals. The students, had qualifications equivalent to the fifth University semester, were between 18 and 20 years.

A case study was used in this study because it could yield wholly and deep data Tellis (1997). Qualitative and quantitative methods were used to achieve the aims of the study. Qualitative data were collected in an attempt to understand a range of different utterances, language contacts and communicative functions, and such data are diverse and laborious to classify. A questionnaire in BI using Likert Scale was designed to collect quantitative data finding out from the students the perceptions on the use of CS and CM. In addition, CS and CM used by the lecturers in English classes were also investigated by asking all subjects to answer open ended questions in interviews after the classes. The semi-structured interviews with four lecturers were used to confirm what the lecturers actually did in the classes regarding CS and CM.

This study employed both qualitative and quantitative data analyses methods comprising not only frequency counts of the instances of idea units in the speeches but also questionnaire tabulations. For instance, to count the frequency of the functions in the utterances, first the transcribed utterances were analyzed qualitatively by inferring the markers in each instance of these markers in the corpora. Secondly, the instances were counted. Then, the function of each CS or CM was described qualitatively. The same procedure was followed in analyzing the linguistic factors. The analyses focused on the identification of morphemic and lexicogrammatical features of the corpus.

The first set of data processing activities involved a variety of primary qualitative data collected through recordings and observations. The data set consisted of verbatim typed transcripts of recordings and field notes made by the writer during class observations.

After the qualitative data collection activities, several processing steps were conducted to organize and understand them. The first of these processing steps was to fragment the whole transcripts into idea units to search the idea units for functions, to develop analytical categories, and to classify the idea units accordingly. The function of CS and CM use in each utterance were then interpreted adopting the classification of communicative functions developed by Gumperz (1982). The descriptive categories were simply a list of functions and the excerpts which were retrieved from long lectures by three lecturers. The transcripts were gained from approximately four hours of audio recording taken in four classrooms by the two researchers. Some examples of excerpts were provided in Table 1 to help explain what each function is. Finally, two sets of analytical categories for language aspects were devised to help classify the data into vocabulary and grammar aspects.

The second data processing step was a set of activities in which data on students and teachers' perception regarding the use of CM and CS in the questionnaire were quantified. The quantitative data consist of the percentages of questionnaire responses presented in Table 3 and Table 4.

## **DISCUSSION**

There are seven functions identified in this study. The functions are, repetition, translation, ease of expressions, socializing and linguistic competence and insecurity, presented here only for the purpose of illustrating that CM and CS conveys information

which enhances communication within a classroom context. The instances of the functions were counted to find the percentages of each function in the utterances. The function of each CS or CM is described qualitatively below after the following table.

Table 1. The Functions of CM and CS

Function	Lecturer	Examples (Excerpts from three lectures)	%
1. Repetition	1	-Number five Agung ya? -So, read the strategy, strategy C ya? -You have to look at the location, ya the location.	15.50
2. Elaboration	2	-And then your less favourite yang kurang disenangi jadi kalo favorite you like the subject very much but you hate the subject your less favorite. -May be the place where you were born, mungkin kamu masukkan tempat lahir, it is the name of the city. -Kata pertama dalam kalimat, the person I, jadi eventhough I in the middle of the sentence should be in the capital letter walau di tengah kalimat itu I selalu huruf besar.	17.20
3. Translation	1	-We have chronological order kan? And we have special order disana. -Anything that happen, terus apa, kejadian atau peristiwa?	14.60
	2	-Subject is your pelajaran. -But not title with a name jadi ada exception ada pengecualian	
	3	-From this perspective, we can see that animal communication is not a language. Jadi dari definisi ini bisa kita simpulkan bahwa komunikasi binatang tidak menggunakan bahasa.	
4. Ease	1	-Object is quite difficult kan? -At the end of your presentation, ya kan?	20.22
	2	-Tanda baca mechanicitu, punctuation kapan when you should use your capital letter, comma, colon, semi colon, titik dua apa titik koma? -Mau di print sekarang itu ke perpustakaan silahkan.	
	3	-Dia hanya menggunakan sign, menggunakan tongue without communication. -Jadi, animal communication is very simple.	
5. Socializing	1	-Keep... maksudnya apa itu? -Ya, you have to discuss point per point, ya kan, itu ya?	19.10
	2	-Jadi buat pertanyaan sendiri datanya yang ada di diri kamu and then you answer them the questions? -Capitalization has so many rules in English, dalam Bahasa Inggris?	
	3	-Jadi buat pertanyaan sendiri datanya yang ada di diri kamu and then you answer them the questions? -Capitalization has so many rules in English, dalam	

		<i>Bahasa Inggris?</i>	
6. Owing to teacher's linguistic competence and insecurity	1	<i>Terus...okey. So we in ini apa in structuring</i>	5.61
	2	<i>First, after this you can continue your work liat dulu ini penjelasannya</i>	
	3	<i>Jadi dia tidak bisa membicarakan kondisi sekarang, tidak bisa berbicara di luar konteks yang dia bicarakan.. karena membicarakan future</i>	
7. Others	1	<i>So, ini apa?</i>	6.74
	2	<i>And then don't forget about the mechanic, ibu Tiur sudah jelaskan mungkin.</i>	
	3	<i>Jadi kalau bahasa itu bukan jadi kebiasaan Anda berarti belum menjadi bahasa and then language is subconsciously.</i>	

### Functions

Repetitive function was used when the lecturer wanted to emphasize or underscored an idea in the alternate language. Elaboration function occurred when details or additional information were given in the alternate language. Translation function was utilized when an English utterance was translated into BI. Ease function was used to overcome the language barrier or make an expression more meaningful. Socializing function was aimed at establishing goodwill and rapport. A function related to teacher's linguistic competence and insecurity is filling in the gap of the utterances with words in native language in order to maintain the fluency.

Ease was most frequently used to clarify foreign language items in an utterance. The expressions of ease such as "ya kan?" and "Jadi..." were added in the sentences. The next dominant functions found in the expressions were elaboration, repetition and translation functions amounting to 17.20%, 15.50% and 14.60 % consecutively. Although the alternate codes regarding the lecturers' linguistic competence and insecurity in the utterances were minimal, they helped manage the flow of communication.

### Individual use of CM and CS

The percentages of the occurrences of CS and CM from the total lectures in the classroom amount to 21.3 % and 33.10 % consecutively. The analysis of the idea units suggests the relative high percentage of BI words have been inserted into the English utterances by the first lecturer. The second lecturer used less CS and CM than the first lecturer. The third lecturer used the least while the fourth lecturer did not use any CM and CS at all. Table 2 shows that CM (78.04%) is used significantly more than CS by the first lecturer.

Table 2. The Use of CS and CM

Lecturer (L)	Code Switch (%)	Code Mixing (%)
L1	17.07	78.04
L2	35.48	14.51
L3	4.76	16.66
L4	-	-

### Linguistic factors

The next analyses focused on the identification of morphemic and lexicogrammatical features of the corpus. The analysis process found two main linguistic factors namely vocabulary and grammar.

#### Aspect of Vocabulary

L1: *Object is quite difficult kan?*

The lecturer did code mixing by saying *Bahasa Indonesia kan?* The English sentence should be “Object is quite difficult isn’t it?”

L3: *Jadi animal communication is very simple.*

The word *jadi* is code mixing which was intended to substitute *so*.

#### Aspect of Grammar

L2: *Try out, we skip them and then also you should learn by yourself dipelajari sendiri page 10, sentence structure may be just read.*

In this code-mixed sentence, the active voice “you should learn by yourself” was changed into a passive voice “dengan dipelajari sendiri”.

### Answers to Questionnaire

Additional data were collected from the lecturers who, in a questionnaire and during interviews, gave their perspectives on several questions relating to the use of CS and CM. The questionnaire asked the four lecturers, for example, about their teachings, students’ level of English proficiency, comprehension difficulty, reason and purpose of using CS and CM.

Table 3. The Use of CS and CM

Description	Strongly Disagree	Disagree	Slightly Disagree	Agree	Strongly Agree
1. Teaching English is difficult	1	1	1	1	1
2. English is important for your teachings				2	2
3. Teaching English is enjoyable				4	
4. Your students’ English is fluent		1	3		
5. You can speak English well			1	3	
6. Your pronunciation is clear				4	
7. English is used as a medium of instruction				4	
8. You speak BI in the class			2	2	
9. Your students have difficulty in understanding your English teaching			1	1	2
10. Your students can understand the materials better if you switch English into BI			2	2	
11. You switch English into BI			2	2	
12. You mix English and BI				2	
13. Code switch and code mixing help your students understand the learning materials			1	3	



N=4

When asked about their difficulty in teaching, the four lecturers gave different levels of agreement and disagreement. Most lecturers believed that CS and CM were needed by low proficient students for understanding complex ideas. However, one of the lecturers disagreed with the use of CS and CM in relation to students' access to English inputs. The data also indicate, for example, that the lecturers switched and mixed languages in different frequencies to help their students understand the learning materials. The students reported their uses of CS and CM in the classrooms with their lecturers by saying that CS and CM in their utterances were helpful. This study found that the functions of CS and CM identified in the classrooms were similar to what had been previously reported in other previous studies.

Table 4. The Percentage of Responses to Questionnaire  
by the Students

Description	Strongly Disagree	Disagree	Slightly Disagree	Agree	Strongly Agree
1. English is difficult		17.7 %	22.2%	40%	20%
2. English is important for your career		-	11.1%	26.6%	62.2%
3. English is enjoyable.		-	15.5%	71.1%	13.3%
4. Your lecturers' English is fluent		8.8%	26.6%	48.8%	15.5%
5. You can speak English well			8.8%	66.6%	24.44%
6. Your lecturers' pronunciation is clear			28.8%	57.7%	13.3%
7. English is used as a medium of instruction	-	-	22%	64.4%	13.3%
8. You lecturers' speak BI in the class	-	4.44%	26.6%	64.4%	4.44%
9. You have difficulty in understanding your lecturers' English teaching.	--	11.1%	31.1%	42.2%	15.5%
10. You can understand the materials if your lecturers switch English into BI.	-	17.7%	15.5%	44.4%	22%
11. You lecturers switch English into BI.	-	17.7%	35.5%	35.5%	11.11%
12. You lecturers' mix English and BI.	-	8.8%	13.3%	53.3%	24.44%
13. CS and CM help you understand the learning materials	-	13.3%	26.6%	31.1%	28.8%
14. You agree with the use of CS and CM.	11.1	20%	44.4%	24.44%	-

N=45

Table 4 compares the data collected from questionnaire presenting 14 items under study in percentages. A first major trend was that English was enjoyable. Another trend shows that 66.6% respondents agreed that their English was fluent. It is followed by the percentage of the respondents who agreed that their lecturers used both BI and English in the English classes amounting to 64 % of the total respondents. The same trend to emerge from this study was that the students claimed that their English was fluent which accounted for 64.4% of the total respondents. The percentages of the students who agreed with the use of CS and CM were between 20% and 44 %. The students gave different levels of agreement on the statement whether CS and CM helped them understand the learning materials which accounted for 13.3%, 26.6%, 31.1% and 28.8% of the total data respectively

## CONCLUSION

The CS and CM forms used by the lecturers were between BI and English. When the students found it difficult to understand the explanation in English adequately, the lecturers resorted to the use of CS and CM. In the interview, most lecturers believed that CS and CM were needed by low proficient students for understanding complex ideas. However, the use of CS and CM may cause a problem. One of the lecturers disagreed with the use of CS and CM in relation to students' access to English inputs. Main exposure to English input is via the lecturers of English. This condition demanded that lecturers used English as much as possible in the classrooms and they must be aware of the disadvantage of overuse of first language in English classes.

This study indicates that lecturers faced a dilemma in using CS and CM and it also shows how complex language learning is in Polsri. Finally, it is suggested that L1 is used in the right way so that CS and CM will help lecturers reach their instructional objectives.

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## **PETUNJUK PENULISAN NASKAH ARTIKEL**

### **A. UMUM**

1. JURNAL HOLISTICS terbit 2 kali setahun secara periodik.
2. Naskah artikel ditulis dalam BAHASA INGGRIS yang baik dan benar, merupakan tulisan asli dari hasil suatu penelitian atau kajian/ulasan ilmiah yang belum pernah dipublikasikan di majalah atau jurnal ilmiah manapun.
3. ABSTRAK ditulis dalam BAHASA INGGRIS
  - a. Hasil penelitian terdiri dari isi utama abstrak meliputi tujuan, metode dan hasil (kesimpulan).
  - b. Ulasan /Kajian Ilmiah terdiri dari isi utama abstrak meliputi tujuan, isi utama (ringkasan pembahasan) dan kesimpulan.
4. Penulisan naskah artikel beserta lampiran lainnya ditulis menggunakan **Times New Roman**, font **12**, spasi 1 cm sebanyak 4-8 halaman termasuk lampiran, kertas A4 dengan margin atas 2,5 cm, kiri 3 cm, kanan 2,5 cm, bawah 2,5 cm dalam versi satu kolom.
5. Setiap awal paragraph, huruf pertama dimulai pada jarak 1cm dari batas teks sebelah kiri.
6. Setiap pokok bahasan yaitu pendahuluan, bahan dan metode, hasil dan pembahasan, kesimpulan dan saran, diketik cetak tebal tanpa penomoran.
7. Penulisan sumber kutipan: Nama belakang, tahun
8. Naskah artikel dikirim ke Tim Redaksi Jurnal Holistics Politeknik Negeri Sriwijaya.  
Alamat lengkap Redaksi Jurnal Holistics : Politeknik Negeri Sriwijaya  
Jurusan Bahasa Inggris Jl. Sriwijaya  
Negara Bukit Besar, Palembang 30139.  
Telp. (0711) 353414, Fax (0711) 355918
9. Redaksi berhak menentukan dimuat atau tidaknya suatu naskah artikel dan dapat mengubah serta mengoreksi naskah artikel tanpa mengubah isinya, dengan atau tanpa memberitahukan penulis.
10. Isi tulisan ilmiah merupakan tanggung jawab penulis.
11. Tulisan dikirim ke redaksi dalam bentuk hard copy dan soft copy (CD) paling lambat 2 bulan sebelum penerbitan.

### **B. FORMAT NASKAH ARTIKEL HASIL PENELITIAN**

- JUDUL ditulis secara ringkas dan jelas dalam Huruf Kapital dan NAMA PENULIS jika lebih dari satu orang diurutkan berdasarkan penulis utama selanjutnya nama anggota (font 12). Tempat, nama instansi, telp, fex, e-mail ditulis lengkap (font 10) serta ABSTRAK tidak melebihi 200 kata dengan kata kunci maksimum 5 kata yang dicetak tebal dan miring.
- PENDAHULUAN berisi latar belakang, perumusan masalah, tujuan dan manfaat penelitian serta landasan teori yang mendukung. Isi dalam pendahuluan tidak perlu dibuat per-sub atau per-pointer serta tidak berisi gambar dan table.
- BAHAN DAN METODE meliputi bahan, peralatan dan metode penelitian.
- HASIL DAN PEMBAHASAN
- KESIMPULAN DAN SARAN meliputi kesimpulan dari hasil penelitian yang dibuat dan saran (bila ada)
- DAFTAR PUSTAKA dicatumkan hanya yang dikutip dan ditulis menurut abjad dan disesuaikan dengan rincian nama penulis, tahu, judul buku, penyunting (jika ada), kota penerbit, penerbit. Contoh penulisan daftar pustaka sebagai berikut :

**Buku dengan pengarang tunggal**

Alvarez, A. (1970). *The savage god: A study of suicide*. New York: Random House.

Garner, B. A. (2003). *Garner's Modern American Usage*. New York: Oxford University Press.

**Buku dengan dua atau lebih pengarang**

Natarajan, R., & Chaturvedi, R. (2003). *Geology of the Indian Ocean Floor*. Hartford, CT: Merganser University Press.

Ligon, M., Carpenter, K., Brown, W., & Milsop, A. (1983). Computers in the world of business communications. Hartford, CT: Capital Press.

**Buku yang bukan cetakan pertama**

Creech, P. J. (2004). *Radiology and the technology of the absurd*. Boston: Houghton-Mifflin. (Original work published 1975)

**Buku Anthologi or Referensi**

Stanton, D. C., & Farbman, E. (Eds.). (2003). *The female autograph: Theory and practice of autobiography*. Middletown, CT: Ibis Bookstore Press.

Pepin, R. E. (2002). Uses of time in the political novels of Joseph Conrad. In C. W. Darling, Jr., J. Shields, & E. C. Farbman (Eds.), *Chronological looping in political novels* (pp. 99-135). Hartford: Capital Press.

**Buku tanpa penulis atau editor**

*Webster's New Collegiate Dictionary*. (1961). Springfield, MA: G. & C. Merriam.

**Multi-Volume Work**

Nadeau, B. M. & Darling, J. M. (Eds.). (1994–2003). *Studies in the history of cutlery* (Vols. 4–6). Utica, NY: Mohican Valley-River Press.

**Bukan sumber utama**

O'Connor, C. O. & DeLoatch, K. L. (2003). Whatever happened to the humanities? In I. Rubenzahl (Ed.), *Studies in Byzantine Intrigue* (pp. 235–278). Hartford, CT: Merganser University Press.

**Kamus**

*Shorter Oxford English dictionary* (5th ed.).(2002). New York: Oxford University Press.

**Desertasi Doktor**

Darling, C. W. (1976). Giver of due regard: the poetry of Richard Wilbur.  
*Dissertation Abstracts International*, 44, 4465. (AAD44-8794)

Darling, C. W. (1976). *Giver of due regard: the poetry of Richard Wilbur*.  
 Unpublished doctoral dissertation, University of Connecticut, Storrs, CT.

**Majalah**

Wheatcroft, G. (2004, June). The Tragedy of Tony Blair. *The Atlantic*, 293 56–72.

Thomas, E. & Hosenball, M. (2004, May 31). Bush's Mr. Wrong: The Rise and Fall  
 of Chalabi. *Newsweek*, 143, 22–32.

**Jurnal**

Christie, John S. (1993) Fathers and virgins: Garcia Marquez's Faulknerian *Chronicle  
 of a Death Foretold*. *Latin American Literary Review*, 13, 21–29.

**Artikel Koran**

Poirot, C. (2004, March 17). HIV prevention pill goes beyond 'morning after'. *The  
 Hartford Courant*, pp. F1, F6.

**Materi yang tidak terprint out (Film, Rekaman, Video, program televisi dan  
radio)****Film**

Redford, R. (Director). (1980). *Ordinary people* [Film]. Hollywood: Paramount.

**Film dengan peredaran terbatas**

Holdt, D. (Producer), & Ehlers, E. (Director). (2002). *River at High Summer: The St.  
 Lawrence* [Film]. (Available from Merganser Films, Inc., 61 Woodland  
 Street, Hartford, CT 06105)

**Kaset**

Lake, F. L. (Author and speaker). (1989). *Bias and organizational decision making*  
 [Cassette]. Gainesville: Edwards.

**Program television**

Safer, M. (Narrator). (2004). *Torture at Abu Ghraib* [Television broadcast]. Hartford:  
 WFSB.

**Rekaman musik**

Barber, S. (1995). Cello Sonata. On *Barber* [CD]. New York: EMI Records Ltd.

**Interview, Percakapan telepon, surat, e-mail***Interview*

Wilbur finds himself sometimes surprised by the claims of religiosity made by contemporaries. (personal letter, March 28, 1977)

*Percakapan telepon*

According to Connie May Fowler, the sources for her novel *Sugar Cane* were largely autobiographical (personal phone conversation, July 22, 2003).

**Isi perkuliahan**

In an Introduction to Literature lecture at Capital Community College on April 14, 2004, Professor Charles Darling described William Carlos Williams' poem as a barnyard snapshot (C.W. Darling, ENG 102 lecture, April 14, 2004).

Darling, C.W. (2004, April). Images at Work in the Poetry of William Carlos Williams. Outline presented in a classroom lecture at Capital Community College, Hartford, CT.

**Dokumen pemerintah**

National Institute of Mental Health. (1982). *Television and behavior: Ten years of scientific progress* (DHHS Publication No. A 82-1195). Washington, DC: U.S. Government Printing Office.

Tandy, S. (1980). *Development of behavioral techniques to control hyperaggressiveness in young children* (CYC Report No. 80-3562). Washington, DC: Council on Young Children. (NTIS No. P880-14322).

Gottfredson, L. S. (1980). *How valid are occupational reinforcer pattern scores?* (Report No. CSOS-R-292). Baltimore, MD: Johns Hopkins University. Center for Social Organization of Schools. (ERIC Document Reproduction Service No. ED 182 465)

**Sumber elektronik**

Author(s), I. (date —or "n.d." if not date is posted). Title of work. (Online), date retrieved. Name of Database or Internet address of the specific document. Specify URL exactly. [Do not end your entry with a period when ending with an URL.]



### C. FORMAT ARTIKEL KAJIAN/ULASAN ILMIAH

- JUDUL ditulis secara ringkas dan jelas dalam Huruf capital dan NAMA PENULIS jika lebih dari satu orang diurutkan berdasarkan penulis utama selanjutnya nama anggota (font 12). Tempat, nama instansi, tel, fax, e-mail ditulis lengkap (font 10) serta ABSTRAK tidak melebihi 200 kata dengan kata kunci maksimum 5 kata yang dicetak tebal dan miring.
- PENDAHULUAN berisi latar belakang, perumusan masalah, tujuan penulisan serta teori yang mendukung. Isi dalam pendahuluan tidak perlu dibuat per-sub atau per-pointer serta tidak berisi gambar dan table.
- TINJAUAN PUSTAKA/REFERENSI dari jurnal atau literatur yang dicatumkan dalam daftar pustaka.
- PEMBAHASAN merupakan isi utama yang menjelaskan jawaban atas permasalahan dan tujuan serta pendapat penulis yang diperkuat dengan data sekunder yang mengacu pada beberapa Tinjauan.
- KESIMPULAN
- DAFTAR PUSTAKA dicantumkan hanya yang dikutip menurut abjad dan sesuaikan dengan rincian nama penulis, tahun, judul buku (tulisan), penyunting (bila ada), kota penerbit, penerbit.
- LAMPIRAN (bila ada)

### PENULISAN ABSTRAK

Abstrak berisi pernyataan ringkas, padat tentang ide-ide yang paling penting. Penulisan abstrak harus mencakup hal-hal sebagai berikut:

- Tujuan (*Purpose*)
- Permasalahan (*Problem/Research Question*)
- Metodologi (*Methodology*)
- Hasil (*Result*)
- Kesimpulan dan Saran (*Conclusion and Suggestion*)

Abstrak ditulis dalam Bahasa Inggris sampai dengan 200 kata dalam satu paragraph, tidak ada pengacuan terhadap pustaka, gambar dan rumus-rumus. Jumlah kata kunci sebanyak 3-5 kata.